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ABSTRACT

These simulation materials, designed to identify factors, priorities, and information needs in planning vocational education, consist of (1) a background information section outlining the setting and format of the exercises, (2) eight exercises, each of which focuses on a selected vocational education planning problem, and (3) a set of information sheets providing population, industrial activity, employment demand, and vocational technical institute program information on city, county, and state levels. The exercises are designed for use with nine to eleven individuals as a group and consist of a set of simulated correspondence outlining the problem and a format for recording positions and supporting rationale. Problems covered in the exercises are the occupations for which vocational education provides training, where vocational education should be located geographically, the level at which vocational programs should be offered, whether public or private agencies should provide training, labor market needs, individual needs and vocational education, whether vocational education should recruit, the relationship of vocational and other education, and the relationship between program areas. (MN)

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Critical Issues In Planning Vocational Education:

A SERIES OF SIMULATION EXERCISES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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George Copa

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by George H. Copa, Erwin K. Geigle, and Donald E. Irvin, Jr.

CE 026 391

Minnesota Research Coordinating Unit
for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota 55455

CU 2

April, 1976

FORWARD

These simulation materials were developed and used to identify the factors, priorities and information needs in planning vocational education. The simulation materials have been put together in one volume to be used as a teaching strategy focused on providing increased awareness and examination of the factors and their interaction in planning vocational education.

Many individuals were involved in the development of the simulation materials; we wish to thank them for their many comments and suggestions. Particularly, we acknowledge the help of: (1) Dr. Gary Leske who provided an initial review, (2) the students in Robert Van Tries' summer course on "Administration of Vocational Education", who used selected exercises, (3) several graduate students in the Department of Vocational and Technical Education at the University of Minnesota who served as a pilot test group for the full set of materials, (4) a selected group of nine educational planners in Minnesota who participated in a two day workshop using the materials, and (5) a selected group of state department staff members from 25 states who participated in a three day conference on planning vocational education and used the materials to provide a context for studying the planning process.

The simulation materials consist of a "background information" section, eight exercises focused on selected vocational education planning problems, and a set of supporting information sheets for use during the exercises. The materials are designed for use with nine to eleven individuals as a group. Several groups can independently participate at one time. To facilitate use of the materials, they have been three-hole punched for a ring binder which permits the use of selected exercises and information sheets as the need arises.

If used as designed, individuals are assigned simulated roles identified in the "background information". After reading the background information and being assigned a role, individuals are asked to address selected exercises, first individually and then as a group. During independent work, participants develop a position regarding the issue(s) described in the exercise -- a format for recording the position and supporting rationale is provided with each exercise. If supporting information is needed by participants in developing their positions, participants are supplied the requested information as asked for on a special form ("Information Request Form"). Following independent work, the participants, playing their simulated roles, meet to discuss the issue(s). Factors and priorities become evident through both the individual position papers and group interaction. A more formal description of one way in which the materials were used and results produced is provided in "Factors, Priorities, and Information Needs in Planning Vocational Education: Views of Selected Educational Planners in Minnesota" also available from the Minnesota Research Coordinating Unit for Vocational Education.

We encourage users of these materials to test their creativity in adapting the materials to their needs and purposes. We are receptive to feedback comments by those who choose to use the materials.

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PART I

BACKGROUND INFORMATION

A SERIES OF SIMULATION EXERCISES DIRECTED AT CRITICAL ISSUES IN PLANNING VOCATIONAL EDUCATION

BACKGROUND INFORMATION

Developed as a part of
VOCATIONAL EDUCATION PLANNING PROJECT

by

George H. Copa
Erwin K. Geigle
Donald E. Irvin, Jr.

Minnesota Research Coordinating Unit for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota
April, 1976

INTRODUCTION

The purposes of these exercises are to: (a) identify the variables which must be considered in planning vocational education programs, (b) describe the steps in the planning process, (d) identify the kinds of information needed for planning, and (d) identify the priorities given to each of the relevant variables. The issues treated in the exercise evolve during the normal course of operating vocational education programs. The exercises were developed from actual cases in the file of vocational education administrators - only the names have been changed to protect the guilty.

SETTING

The vocational programs involved in these exercises are located in the State of Adams. Adams is a midwestern state which is retangular in shape. It is approximately 300 miles east to west and 200 miles north to south. A map of Adams is shown as Figure 1. The capitol, Spur, is located near the center and is the headquarters for all state government offices.

The vocational programs of interest are situated at Boot County which is located in the northwestern part of Adams. A post-secondary area vocational-technical institute (AVTI) serving primarily the residents of Boot County is located at the county seat at Girth. The AVTI of Boot County is however <u>also</u> available to all other residents of the state of Adams. A map showing the highways and communities in Boot County is shown as Figure 2.

Three school districts in Boot County are most specifically involved in these exercises. They are Poll, Flank, and Crop School Districts. These three school districts have joined together for the purpose of providing

additional secondary vocational education through the Shank Vocational Center located at Flank. A map describing the geography of these school districts is also shown in Figure 2.

CHARACTERS

J. Rowe	Director, Planning and Development Section, Division of Vocational-Technical Education, State Department
K. Nay	Supervisor, New Programs, Program Operations Section, Division of Vocational-Technical Education, State Department
W. Crawford	Consultant to Commissioner of Education, Planning and Curriculum, State Department
R. Land	Director, [illegible]h Post-Secondary Area Vocational Technical Institute
J. Mirth	Director, Shank Secondary Vocational Center
L. Saxor	Superintendent, Poll School District
K. Klone	Vocational Teacher, Shank Secondary Vocational Center
D. Jinks	Director Vocational Education, Crop School District
C. Mayes	Representative in State Legislature from Boot County
B. Bryce	Consultant, Adams State University
A. Titus	Member of Boot County Industrial Council

FORMAT

The issues treated in these exercises will be handled via communications to you as one of the above characters. Through the communications, you will be informed of the issue at hand and how it arose. You will be asked to respond to the issue with a brief written statement. A form entitled "My Position" has been prepared for recording your statement. An "Information

Bank" which contains base data for the state, county, and school district is available for your use. Simply complete an "Information Request" form and the available information will be supplied to you for use in stating your position with respect to a given issue.

Following the completion of your position statement, a committee meeting of all persons involved will be held to resolve the issue for the state and schools involved. Be prepared to explain and justify your position as well as compromise. Except for issue one, all issues will revolve around the adding and/or deleting of vocational education courses to and from the existing programs of vocational education at the Girth post-secondary Area Vocational-Technical Institute, the Shank Secondary Vocational Center and the Poll and Crop high school Vocational Education Departments. To summarize, you will be asked to make decisions concerning vocational education courses at Girth Area Vocational-Technical Institute Shank Secondary Vocational Center at Flank, and Poll and Drop high school Vocational Education Departments.

TABLE 1

POPULATION OF SELECTED GEOGRAPHIC AREAS

AREA	POPULATION
State of Adams	3,804,971
Metropolitan Area	1,874,380
Non-Metropolitan Area	1,930,591
Economic Region 7	299,000
Boot County	57,718
Girth	23,641
Flank	6,377
Crop	1,596
Poll	640

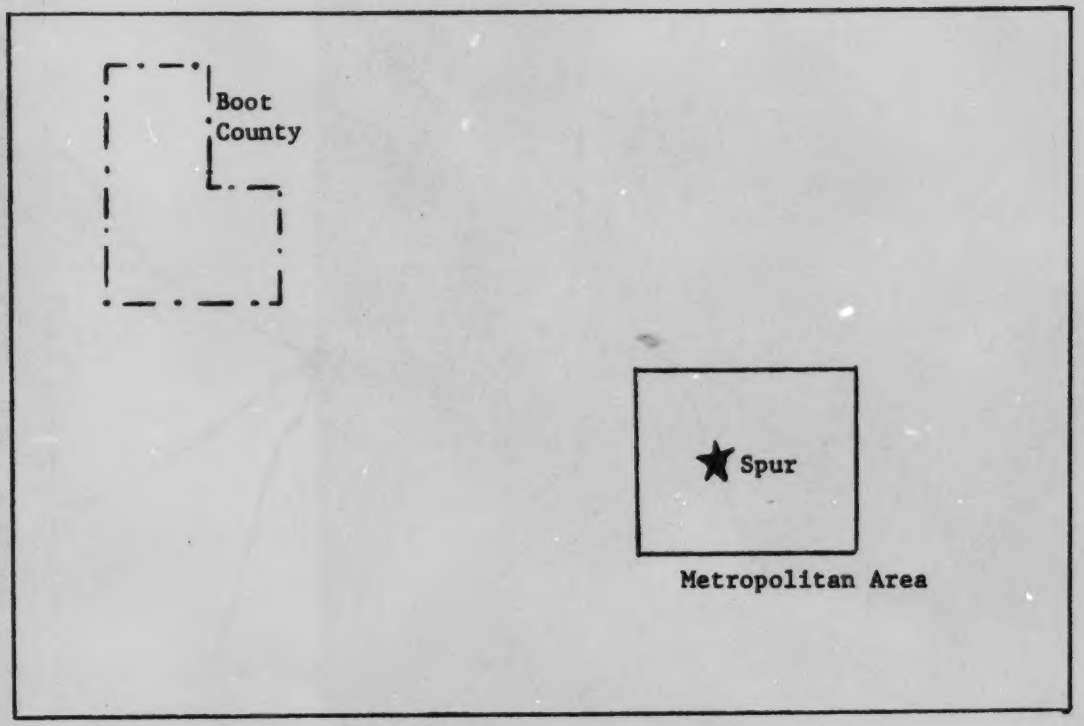

Figure 1. State of Adams

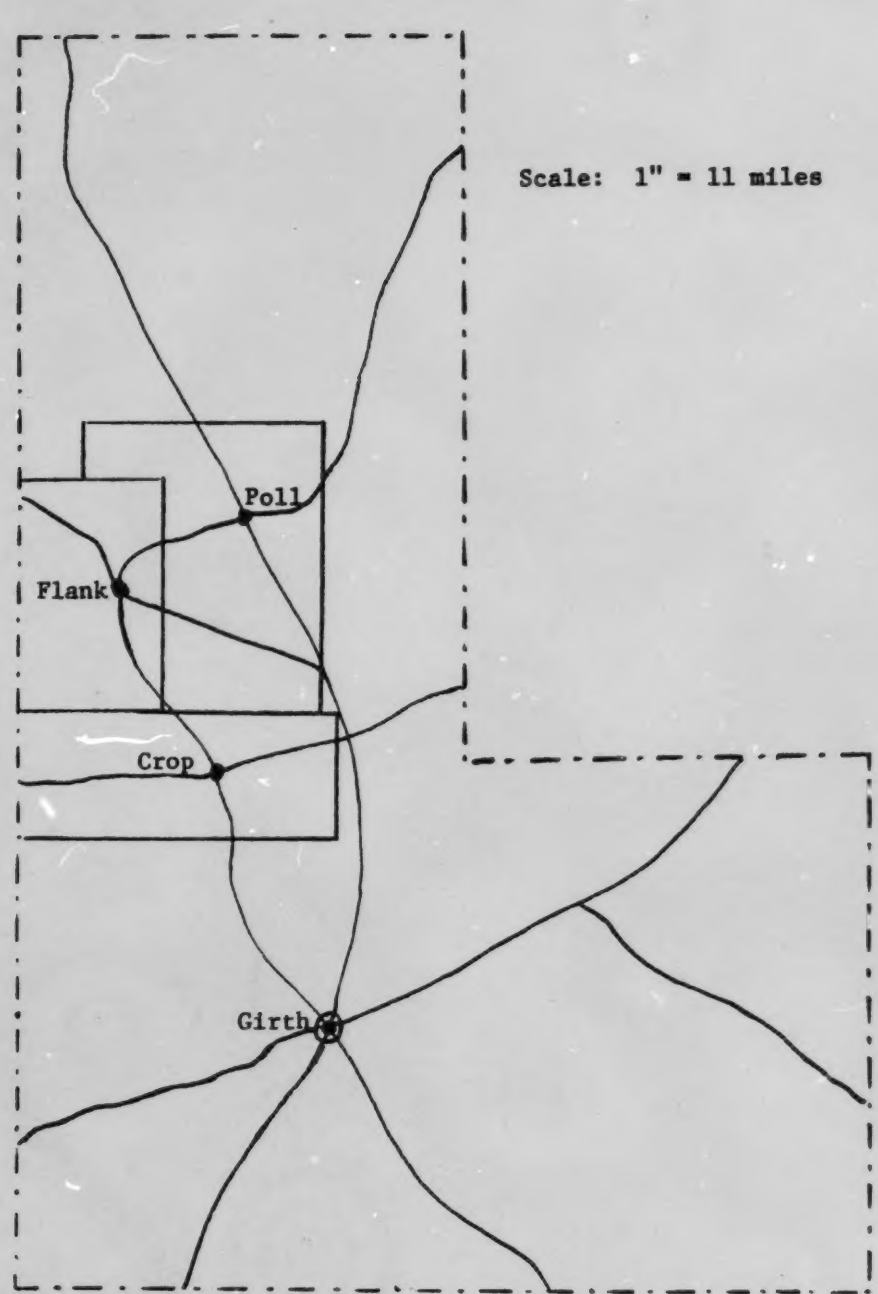

Figure 2. Boot County: Crop, Flank, and Poll School Districts with county seat at Girth.

PART II

SIMULATION EXERCISES

A SERIES OF SIMULATION EXERCISES DIRECTED AT
CRITICAL ISSUES IN PLANNING VOCATIONAL EDUCATION

FOR WHAT OCCUPATIONS DOES VOCATIONAL EDUCATION PROVIDE TRAINING?

Developed as a part of
VOCATIONAL EDUCATION PLANNING PROJECT

by

George H. Copa
Erwin K. Geigle
Donald E. Irvin, Jr.

Minnesota Research Coordinating Unit for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota
April, 1976

STATE OF ADAMS
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
140 North Drive
Spur, Adams 54252

TO: Special Study Committee

FROM: D. Mars, Assistant Commissioner

SUBJECT: Occupations for which vocational education can provide training

I have been asked by the staff of the State Board of Education to provide a list of the occupations for which vocational education in our state could provide relevant post secondary training. The State Board is in the process of developing a list of the alternative sources of education for each occupation found in Adams. They provided me with a sample list of the occupations which they have identified (see enclosure) for a pilot test of their procedure for gathering information.

I would like you, as a special committee on vocational education, to help me in identifying the occupations for which public vocational education in our state could or could not provide training. You can do this by placing a check in the appropriate column of the enclosed form. For each occupation checked, explain why or why not public vocational education could provide training.

I have enclosed a copy of pages 1, 6, and 7 of Public Law 90-576 which may be used for your reference. Public Law 90-576 amends the Vocational Education Act of 1963.

We will meet at _____ to discuss responses and arrive at a report to submit to the State Board.

Thank you for your help.

Enclosures: 4

INFORMATION

Public Law 90-576
90th Congress, H. R. 18366
October 16, 1968

An Act

82 STAT. 1064

To amend the Vocational Education Act of 1963, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

Vocational Education Amendments of 1968.

SHORT TITLE

SECTION. 1. This Act may be cited as the "Vocational Education Amendments of 1968".

TITLE I—AMENDMENTS TO THE VOCATIONAL EDUCATION ACT OF 1963

ACT AMENDMENTS

SEC. 101. (a) The Act of December 18, 1963, Public Law 88-210 (77 Stat. 403 et seq.), is amended— 20 USC 35 note.

(1) by redesignating parts B and C thereof as titles II and III and redesignating sections 21 through 28 and 31 through 33, and all references thereto, as sections 201 through 208 and 301 through 303, respectively;

(2) redesignating part A thereof as title I; and

(3) adding after the enacting clause, the following: "That title I of this Act may be cited as the 'Vocational Education Act of 1963'.". Citation of title.

(b) Title I of such Act (as redesignated by subsection (a)) is amended to read as follows:

"TITLE I—VOCATIONAL EDUCATION

"PART A—GENERAL PROVISIONS

"DECLARATION OF PURPOSE

"SEC. 101. It is the purpose of this title to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State—those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in postsecondary schools—will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

"AUTHORIZATION OF APPROPRIATIONS

"SEC. 102. (a) There are authorized to be appropriated $335,000,000 for the fiscal year ending June 30, 1969, $565,000,000 for the fiscal year ending June 30, 1970, $675,000,000 for the fiscal year ending June 30, 1971, $675,000,000 for the fiscal year ending June 30, 1972, and $565,000,000 for the fiscal year ending June 30, 1973, and each succeeding fiscal year for the purposes of parts B and C of this title. From the

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INFORMATION

82 STAT. 1069

Consultants.

"(4) State Advisory Councils are authorized to obtain the services of such professional, technical, and clerical personnel as may be necessary to enable them to carry out their functions under this title and to contract for such services as may be necessary to enable them to carry out their evaluation functions.

Compensation, limitation.

"(c) From the sums appropriated pursuant to section 102(c) for any fiscal year, the Commissioner is authorized (in accordance with regulations) to pay to each State Advisory Council an amount equal to the reasonable amounts expended by it in carrying out its functions under this title in such fiscal year, except that the amount available for such purpose shall be equal to 1 per centum of the State's allotment under section 103, but such amount shall not exceed $150,000 and shall not be less than $50,000.

"FEDERAL ADMINISTRATION

"SEC. 105. Nothing contained in this title shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school system.

"LABOR STANDARDS

"SEC. 106. All laborers and mechanics employed by contractors or subcontractors on all construction projects assisted under this title shall be paid wages at rates not less than those prevailing as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a—276a-5). The Secretary of Labor shall have with respect to the labor standards specified in this section the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (15 F.R. 3176) and section 2 of the Act of June 13, 1934, as amended (40 U.S.C. 276c).

49 Stat. 1011; 78 Stat. 238.

64 Stat. 1267. 63 Stat. 108.

"LIMITATION ON PAYMENTS UNDER THIS TITLE

"SEC. 107. (a) Nothing contained in this title shall be construed to authorize the making of any payment under this title for religious worship or instruction, or for the construction, operation, or maintenance of so much of any facility as is used or to be used for sectarian instruction or as a place for religious worship.

"(b) Funds appropriated pursuant to this title may be used for residential vocational education schools only to the extent that the operation of such schools is consistent with general regulations of the Commissioner concerning the operation of such schools, but in no case may juveniles be assigned to such schools as the result of their delinquent conduct, and such facilities may not be used in such a manner as to result in racial segregation.

"DEFINITIONS

"SEC. 108. For the purposes of this title—

"(1) The term 'vocational education' means vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with a State board or local educational agency and is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging

*

INFORMATION

occupations or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations which the Commissioner determines, and specifies by regulation, to be generally considered professional or which requires a baccalaureate or higher degree; and such term includes vocational guidance and counseling (individually or through group instruction) in connection with such training or for the purpose of facilitating occupational choices; instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; job placement; the training of persons engaged as, or preparing to become, teachers in a vocational education program or preparing such teachers to meet special education needs of handicapped students; teachers, supervisors, or directors of such teachers while in such a training program; travel of students and vocational education personnel while engaged in a training program; and the acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment, but such term does not include the construction, acquisition, or initial equipment of buildings or the acquisition or rental of land. *

"(2) The term 'area vocational education school' means—

"(A) a specialized high school used exclusively or principally for the provision of vocational education to persons who are available for study in preparation for entering the labor market, or

"(B) the department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for study in preparation for entering the labor market, or

"(C) a technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for study in preparation for entering the labor market, or

"(D) the department or division of a junior college or community college or university which provides vocational education in no less than five different occupational fields, under the supervision of the State Board, leading to immediate employment but not necessarily leading to a baccalaureate degree,

if it is available to all residents of the State or an area of the State designated and approved by the State Board, and if, in the case of a school, department, or division described in (C) or (D), it admits as regular students both persons who have completed high school and persons who have left high school.

"(3) The term 'school facilities' means classrooms and related facilities (including initial equipment) and interests in lands on which such facilities are constructed. Such term shall not include any facility intended primarily for events for which admission is to be charged to the general public.

"(4) The term 'construction' includes construction of new buildings and acquisition, expansion, remodeling, and alteration of existing buildings, and includes site grading and improvement and architect fees.

"(5) The term 'Commissioner' means the Commissioner of Education, and the term 'Secretary' means the Secretary of Health, Education, and Welfare.

"(6) The term 'handicapped', when applied to persons, means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crip-

Name: _____

SAMPLE LIST OF OCCUPATIONS

Could Public Post-Secondary Vocational Education Provide Training?

	YES		NO		EXPLAIN WHY
Bank tellers					
Stenographers					
Real estate agents					
Department store clerks					
Airplane pilots					
Musicians					
Sales Managers, retail					
Machinist					
Paperhanger					
Tailor					
Assembler, factory					
Truck driver					
Maid					
Fireman					
Stock handler, retail					
Draftsman					

A SERIES OF SIMULATION EXERCISES DIRECTED AT
CRITICAL ISSUES IN PLANNING VOCATIONAL EDUCATION

WHERE SHOULD VOCATIONAL EDUCATION BE GEOGRAPHICALLY LOCATED?

Developed as a part of
VOCATIONAL EDUCATION PLANNING PROJECT

by

George H. Copa
Erwin K. Geigle
Donald E. Irvin, Jr.

Minnesota Research Coordinating Unit for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota
April, 1976

STATE OF ADAMS
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
140 North Drive
Spur, Adams 54252

TO: Members of Program Advisory Committee

FROM: K. Nay, Supervisor, New Programs, Program Operations Section

SUBJECT: Development of criteria for geographically locating vocational education program

With the anticipation of an increased concern for how new vocational programs are geographically located in Adams as fewer new programs are approved, I would like the Program Advisory Committee to develop a list of criteria which should be used in selecting potential sites for new programs in the future.

To reduce the time required to establish a recommended list of criteria for State Board approval, please submit your list of criteria to my office. I will prepare a composite list of criteria for committee discussion at our meeting at _____.

I have enclosed two recent program requests for hotel-motel occupations programs which require immediate attention. Discussion of these requests will give the committee an opportunity to apply and evaluate the proposed criteria.

SPUR VOCATIONAL TECHNICAL INSTITUTE
222 10 STREET SOUTHEAST
SPUR, ADAMS
54258

J. Rowe, Director
Planning and Development Section
Division of Vocational-Technical Education
Adams Department of Education
Spur, Adams 54252

Dear J. Rowe:

During the past year, we have had numerous inquiries from students and businessmen concerning why we do not offer a program for persons interested in hotel-motel occupations. Using these inquiries as a basis, I posed the question to my advisory committee at our meeting earlier this week. After considerable discussion, they recommended that we begin procedures to add Hotel-Motel Occupation as a new program for next year.

Since we are located in a large metropolitan area with numerous hotels and motels of all sizes, the demand for graduates of the program should be no problem. Also, the numerous inquiries by potential students indicates that adequate enrollment would occur.

Please review this request and provide me with the necessary forms to complete a formal request.

Sincerely,

John Sakes
Director

22

INDEPENDANT SCHOOL DISTRICT 214
424 Green Street
Crop, Adams
52446

K. Nay, Supervisor
New Programs
Program Operations Sections
Division of Vocational Technical Division
Adams Department of Education
Spur, Adams 54252

Dear K. Nay:

As follow up to our recent conversation, I am sending this letter to confirm our interest in establishing a new program in our vocational department in the area of hotel-motel occupations. As you know, our area of the state has numerous tourist attractions with the associated need for housing facilities. Several of our students already work part-time for some of these businesses. I have already talked to various managers of hotels and motels in the area and they are willing to help in planning a program and providing training stations.

Please inform me of the next step in the formal procedure of getting this program approved and implemented.

Sincerely,

D. Jinks
Vocational Director

Name_____

CRITERIA FOR GEOGRAPHICALLY LOCATING VOCATIONAL EDUCATION PROGRAMS

CRITERIA	CRITERIA RANKING
1.	
2.	
3.	

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A SERIES OF SIMULATION EXERCISES DIRECTED AT
CRITICAL ISSUES IN PLANNING VOCATIONAL EDUCATION

AT WHAT LEVEL OF VOCATIONAL EDUCATION SHOULD THE PROGRAM BE OFFERED?

Developed as a part of
VOCATIONAL EDUCATION PLANNING PROJECT

by

George H. Copa
Erwin K. Geigle
Donald E. Irvin, Jr.

Minnesota Research Coordinating Unit for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota
April, 1976

STATE OF ADAMS
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
140 North Drive
Spur, Adams 54252

TO: Selected advisory persons for vocational education in Boot County

FROM: K. Nay, Supervisor, New Programs, Program Operations Section

SUBJECT: Decision on program level for new program to prepare persons for occupations in the hotel-motel industry

I was overwhelmed with the interest shown by schools in your county for a program in hotel-motel occupations. I regret, however, that the state has a guideline that only one new program of a particular kind can be added in a small geographic and population area in any one year. The purpose of this guideline is to assure that all geographic areas and groups of individuals have an opportunity to benefit from the addition of new programs.

In view of this guideline, I am calling together members of this group at _____to advise me on which level (i.e., adult, post-secondary, high school) and place (i.e., local school, secondary center, or post-secondary school) a new program in hotel-motel occupations should be proposed next year in Boot County.

For your information I have enclosed the four letters of intent which have been received by my office and are for programs dealing with occupations in the hotel-motel industry. Before attending the meeting I would like each of you to rank the four proposals (1, 2, 3, and 4 with 1 being first choice) as to order of funding. Indicate reasons for your choices and we will discuss these at the scheduled meeting.

Enclosures:

1. Letter to J. Rowe
2. Memo to Vocational Directors
3. Letters (4) of Program Intent

ADAMS HOTEL-MOTEL MANAGERS ASSOCIATION

142 West Third Street

Norton, Adams

54239

INFORMATION

J. Rowe
Director
Planning and Development Section
Division of Vocational-Technical Education
State Department of Education
Spur, Adams 54252

Dear J. Rowe:

I am writing on behalf of the Adams Hotel-Motel Managers Association. You are well aware that Adams has a very large tourist industry. The growth of this industry is highly dependent on the ability of hotels and motels to provide high quality and efficient service. In order to do this, we have to be able to hire well trained personnel.

A supply of this type personnel has just not been available in Adams. We have discussed this problem at length in our membership meetings. Since most of the occupations require less than a college degree, we feel that perhaps vocational education in the state could begin some program which would prepare personnel interested in working in the hotel-motel industry. We would be glad to serve on advisory committees or provide other help that may be needed in establishing programs.

I hope you can give this matter prompt attention. If you have any questions please call me at 472-4777.

Sincerely,

Jake Manner
President

STATE OF ADAMS
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
140 North Drive
Spur, Adams 54252

INFORMATION

TO: Secondary and Post-Secondary Vocational Directors

FROM: K. Nay, Supervisor, New Programs, Program Operations Section

SUBJECT: Request for Statement of Interest in a Program to Prepare Persons for Occupations in the Hotel-Motel Industry

I have been recently contacted by the Adams Hotel-Motel Managers Association with a request that we initiate some new vocational programs to prepare and update persons to be or already employed in the hotel-motel industry in Adams. At this time, I am requesting statements of interest from schools which would like to initiate a program of this nature.

The letter of interest should indicate your ability to provide facilities and instruction for the program as well as potential for securing enrollment and providing a quality program.

Initiator: Poll Public School System
L. Saxor
Superintendant

Intent for New Program

Course Name: Hotel-Motel Occupations

D.O.T. Number:

Type of Program: Adult at Local School

Length of Program: 10 weeks, 2 hours per week

O.E. Code:

Program Objectives:
Update the skills of persons already employed as maids and housemen in the hotel-motel industry.

Facilities Required:
Classroom

Documentation of Program Need:
Several hotel-motel operations in the area were contacted; managers even agreed to pay the cost of my supplies and teaching materials used in the program.

Enrollment Projection: 20

Staff Required: 1

Special Reasons for Location at this Site:
We feel our adult program should serve the occupational training needs of persons in our school district. This provides an opportunity for community residents to become aware of the value of vocational education as a part of our total school system.

Initiator: Shank Secondary Vocational Center
J. Mirth
Director

Intent for New Program

Course Name: Hotel-Motel Occupations

D.O.T. Number:

Type of Program: High School at Secondary Center

Date of Program Start: September 10

Length of Program: 9 months

O.E. Code:

Program Objectives:

1. Make secondary school students aware of the occupations in the hotel-motel industry.
2. Prepare persons for entry-level occupations in the hotel-motel industry or for further training for these occupations at the post secondary level.

Facilities Required:

Classroom with special facilities to provide training for maid, front office and supervisory positions.

Documentation of Program Need:

We have 20 hotel-motel businesses employing 150 persons in the three school districts associated with our center. Consultation with several of the managers reveals that their turn-over rate is approximately 10% each year plus they expect their total number of employees to grow at about 4% each year over the next 5 years.

Enrollment Projection: 15

Staff Required: 1

Special Reasons for Location at this Site:

Adequacy of manpower demand and the ability of the program to contribute to the economy of our local area.

Initiator: Girth Area Vocational-Technical Institute
R. Land
Director

Intent for New Program

Course Name: Hotel-Motel Occupations

D.O.T. Number:

Type of Program: Post-secondary at AVTI

Date of Program Start: September 15

Length of Program: 9 months

O.E. Code:

Program Objectives:
Develop ability to perform occupations requiring less than a college degree for entrance (in the hotel-motel industry).

Facilities Required:
Classroom and simulation hotel-motel office and room.

Documentation of Program Need:
Discussion with local motel managers

Enrollment Projection: 15

Staff Required: 1

Special Reasons for Location at this Site:
Close to tourist area with large number of motels and hotels to serve as training stations and as potential employers.

Initiator: Crop School District
D. Jinks
Vocational Director

Intent for New Program

Course Name: Occupations in the Hospitality Industry

D.O.T. Number:

Type of Program: High School at Local School

Date of Program Start: September 10

Length of Program: 18 weeks

O.E. Code:

Program Objectives:

1. Make Students aware of the hospitality industry which includes occupations in the area of housing and food service.
2. Provide students with competencies to acquire entry level occupations in the hospitality industry.

Facilities Required:

No special facilities - a classroom is available - this course will be offered only to seniors and coordinated with our cooperative training program.

Documentation of Program Need:

We presently have five students placed in cooperative work stations in firms in the hospitality industry. Ten more such stations have been identified for next year.

Enrollment Projection: 15

Staff Required: Instructor - will use our distributive education instructor

Special Reasons for Location at this Site:

Job opportunities and training station are available.

Name: _____

RANKING OF PROPOSALS FOR PROGRAMS AT
VARIOUS LEVELS OF VOCATIONAL EDUCATION

RANKING	REASON FOR CHOICE
1. (Highest)	
2.	
3.	
4.	

A SERIES OF SIMULATION EXERCISES DIRECTED AT CRITICAL ISSUES IN PLANNING VOCATIONAL EDUCATION

WHO SHOULD PROVIDE TRAINING FOR A PARTICULAR OCCUPATION (PUBLIC vs. PRIVATE)?

Developed as a part of
VOCATIONAL EDUCATION PLANNING PROJECT

by

George H. Copa
Erwin K. Geigle
Donald E. Irvin, Jr.

Minnesota Research Coordinating Unit for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota
April, 1976

GIRTH AREA VOCATIONAL-TECHNICAL SCHOOL

702 MAPLEWOOD DRIVE

GIRTH, ADAMS

52444

J. Rowe, Director
Planning and Development Section
Division of Vocational-Technical Education
State Department of Education
140 North Drive
Spur, Adams 54252

Dear J. Rowe:

At our last Advisory Committee meeting one of the members suggested that we consider offering a vocational program for persons who wish to enter occupations in the hotel-motel industry. He said that he had talked with two of the motel managers in our area and that both were very enthused with the idea and would be willing to support the program as well as hire graduates. A program of this kind would fit into our school's goal of trying to provide a comprehensive program in meeting the needs of our labor market area. For this reason, I have already mailed to you a letter of intent establishing our interest in adding a program in the hotel-motel occupations.

In order to further explore the possibility for an educational program for occupations in the hotel-motel industry, I would like to meet with you for a short time at the State Vocational Conference. I am particularly concerned about designing the program so that it would be attractive to a state-wide audience, specifically students from Spur, our largest city and source of employment positions. I may ask other persons familiar with our program who will be at the Conference to also sit in at the meeting (see list below).

Hope to see you then.

Sincerely,

R. Land
Director

cc: K. Nay
W. Crawford
J. Mirth
L. Saxor
H. Klone
D. Jinks
C. Mayes
B. Bryce
A. Titus

BANS HOTEL-MOTEL TECHNICAL INSTITUTE
820 SECOND STREET
SPUR, ADAMS
52542

Representative C. Mayes
State Capitol Building
Spur, Adams 54251

Dear Representative Mayes:

One of the platform issues which you supported in the last election was the need to minimize the competition between government services and private enterprise. In fact, the comment was made that if private enterprise can do it, then the government should avoid duplication.

This issue relates to conversation I had with Ms. Jill Stone who manages the Flower Motel in Spur. She said that to her disagreement, the Adams Hotel-Motel Managers Association had agreed to contact the Adams State Department of Education and ask the Vocational Education Division to initiate occupational training programs for persons interested in working in the hotel-motel industry.

If this request is granted, it will put our school at a definite economic disadvantage since the public school programs would be tuition free while we have to charge tuition to stay in business. Bans Hotel-Motel Technical Institute has been preparing well-trained persons for the hotel-motel operation in Adams for fifteen years. I am sure there are alternative occupations in the state that need a public training program with higher priority than the hotel-motel industry and therefore merit the involvement of government services.

I hope you can use your influence to tell our story to the State Department. The continuance of incentive for private enterprise in our state depends on the support of persons in your position.

Sincerely,

Dan Sour
Director

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STATE OF ADAMS

DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

140 NORTH DRIVE

SPUR, ADAMS 54252

TO: Individuals with interest in Hotel-Motel Occupations Program

FROM: J. Rowe, Director, Program Planning and Development

SUBJECT: Approval of Hotel-Motel Occupations Program at Girth Area Vocational-Technical School

I have received communications describing several points of view concerning the approval of the Hotel-Motel Occupations Program at Girth Area Vocational-Technical School. In order to facilitate some resolution of the matter, I have asked my assistant, John Gray to chair a meeting of interested persons to discuss the issues of concern. The meeting will be _____. Prior to this meeting you may want to identify criteria which could be used for deciding whether vocational programs should be offered by public (tax supported) institutions or private (profit making) institutiona. The criteria should then be ranked as to their importance.

cc:

R. Land	H. Klone
K. Kay	D. Jinks
W. Crawford	C. Mayes
J. Mirth	B. Bryce
L. Saxor	A. Titus

Name_____

DECISIONS ON PRIVATE VERSUS PUBLIC VOCATIONAL EDUCATION PROGRAMS

FAVOR		FACTORS CONSIDERED AND/OR REASONING
PUBLIC	PRIVATE	

A SERIES OF SIMULATION EXERCISES DIRECTED AT
CRITICAL ISSUES IN PLANNING VOCATIONAL EDUCATION

LABOR MARKET NEEDS, PEOPLE NEEDS AND VOCATIONAL EDUCATION?

Developed as a part of
VOCATIONAL EDUCATION PLANNING PROJECT

by

George H. Copa
Erwin K. Geigle
Donald E. Irvin, Jr.

Minnesota Research Coordinating Unit for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota
April, 1976

GIRTH AREA VOCATIONAL-TECHNICAL SCHOOL
702 MAPLEWOOD DRIVE
GIRTH, ADAMS
52444

J. Rowe
Director, Planning and Development Section
Division of Vocational-Technical Education
State Department of Education
140 North Drive
Spur, Adams 54252

Dear J. Rowe:

In the process of planning our curriculum for next year, we are encountering a perennial problem: What to do about programs that have high enrollment but low occupational placement? In the past there has been considerable disagreement among the members of our planning committee about the proper course of action in this situation. Some have advocated phasing out these programs while others have urged their continued operation.

The problem facing us this year appears to be particularly sensitive in the following program areas:

1. Automotive Mechanics
2. Cosmetology
3. Farm Equipment Mechanics
4. Telephone Communication

Our next planning committee meeting will be held on _____ at which time this problem will be the major topic of discussion, I would like you to attend and present your position and criteria for keeping or dropping a program (e.g., placement rate, student demand). If you cannot attend, please send me this information.

Sincerely,

R. Land
Director, GAVTI

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Memo

TO: GAVTI Planning Committee

FROM: R. Land, Director, GAVTI

Just a reminder that the next planning committee meeting will be held on _____ in the main conference room at GAVTI.

The primary topic for this meeting will be developing a strategy for dealing with programs for which there is a high student demand but a low rate of occupational placement. It appears that our auto mechanics, carpentry, cosmetology, and farm equipment mechanics programs presently fall into this category.

I have asked J. Rowe to attend this meeting so that we may get the State Department's view on this problem (see attached letter). As I asked J. Rowe, I would like you to each describe your position on what action should be taken with respect to these programs (i.e., keep or phase out) preliminary to our meeting. In your position statement, try to identify the factors you considered and how you weighed them in forming your position.

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Name:_____ (Simulation Exercise 5)

MEETING MANPOWER VS. PEOPLE NEEDS

ACTION to be Taken on PROGRAMS	List the factors used in justifying your action.	Rank the factors (1 = most important)

A SERIES OF SIMULATION EXERCISES DIRECTED AT
CRITICAL ISSUES IN PLANNING VOCATIONAL EDUCATION

SHOULD YOU RECRUIT?

Developed as a part of
VOCATIONAL EDUCATION PLANNING PROJECT

by

George H. Copa
Erwin K. Geigle
Donald E. Irvin, Jr.

Minnesota Research Coordinating Unit for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota
April, 1976

STATE OF ADAMS
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
140 North Drive
Spur, Adams 54252

R. Land, Director
Girth AVTI
702 Maplewood Drive
Girth, Adams 52444

Dear R. Land:

In a recent letter to a member of the legislature and the commissioner of education, a citizens group in Grith, Adams, implied that minority group members are not being afforded equal opportunity for entrance into programs at GAVTI. I have been asked to look into this allegation.

In December 1970 the Division of Vocational-Technical Education passed a resolution concerning affirmative action policies at all state funded vocational institutions (Memo No. 70-132). I would request that we meet with your local planning committee to discuss this matter and develop a policy statement on student recruitment at GAVTI.

I assume that the discussion will address the topic of whether or not GAVTI should recruit members of target populations, and, if so, to what extent. Perhaps each member of the committee could provide a proposed policy statement before our meeting - this will facilitate our discussion of whether or not GAVTI should recruit students from minority populations.

Let's schedule the meeting at _____ _____.

Sincerely,

J. Rowe
Director
Planning and Development Section

Enclosures: Letter to C. Mayes
Excerpt from Memo No. 70-132

GIRTH CHAPTER
CITIZENS COMMITTEE FOR MINORITY RIGHTS
GIRTH, ADAMS 52444

INFORMATION

C. Mayes
County Representative
State Capital Building
Spur, Adams 54525

Dear Representative Mayes:

As a duly elected representative of the residents of Boot County, the Citizens Committee for Minority Rights feels you should be informed of a situation in which these rights are not being recognized. The situation involved is the right to equal educational opportunity. More specifically, equal opportunity for entrance into programs at Girth Area Vocational-Technical Institute (GAVTI).

A recent survey conducted by the CCMR indicates that minority enrollment at Girth Area Vocational-Technical Institute is considerably disproportionate to the number of minority members in Boot County. As you are well aware, GAVTI primarily serves students from the surrounding area, Boot County. The survey further indicates that no appreciable effort has been made in the past or is presently being made to enroll minority group members in the vocational-technical training programs at GAVTI.

Of course, you can understand that equality for minority people can not be attained if these people are not allowed to function in the society as individual members of the labor force in occupations other than the stereotypical low level occupations of the past. You must also know that education and training are the key to better jobs. Therefore, we of the Citizens Committee for Minority Rights request that you, as our representative, seek a means to eliminate the inequities in educational opportunity at Girth Area Vocational-Technical Institute.

We urge you to give this matter your most immediate attention.

Sincerely,

Reverend Nathaniel Jones, Director
Citizens Committee for Minority Rights

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STATE OF ADAMS
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
140 North Drive
SPUR, ADAMS 54252

EXCERPT FROM MEMO NO. 70-132

"It is the policy of the Division of Vocational-Technical Education, Department of Education, in the State of Adams to promote equal opportunity of education and employment at all state funded vocational institutions without discrimination based upon race, creed, color, sex or national origin. ... The Division will require all vocational institutions to take affirmative action to ensure implementation of this policy."

Name: _____

SHOULD VOCATIONAL EDUCATION RECRUIT STUDENTS?
(TARGET POPULATIONS)

STATE YOUR POSITION	REASONS AND/OR SUPPORTING DATA	RANK THE REASONS (1=most important)
	1.	
	2.	
	3.	
	4.	
	5.	

A SERIES OF SIMULATION EXERCISES DIRECTED AT
CRITICAL ISSUES IN PLANNING VOCATIONAL EDUCATION

HOW DOES VOCATIONAL EDUCATION
RELATE TO THE REST OF EDUCATION?

Developed as a part of
VOCATIONAL EDUCATION PLANNING PROJECT

by

George H. Copa
Erwin K. Geigle
Donald E. Irvin, Jr.

Minnesota Research Coordinating Unit for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota
April, 1976

MEMORANDOM

TO: Members of Shank Secondary Vocational Center Advisory Committee

FROM: J. Mirth, Center Director

SUBJECT: Recommendation Concerning Program in Conservation Occupations

I have scheduled a meeting for _____to review recent developments centering around our plans to offer a program in Conservations Occupations. I have asked some individuals from the State Department of Education to also attend.

SHANK SECONDARY VOCATIONAL CENTER

FLANK, ADAMS

52442

INFORMATION

K. Nay, Supervisor
New Programs
Division of Vocational Technical Education
Adams Department of Education
Spur, Adams 54252

Dear K. Nay:

In our continuous effort to keep abreast of new and emerging occupations for which we should develop vocational programs, we sometimes fail to take advantage of the opportunity, indeed the responsibility, to develop programs based on existing occupations. Such is the case in our State relative to conservation occupations.

In surveying the list of program offerings in all the schools in Adams, I have found vocational programs dealing specifically with conservation occupations to be non-existant. The total lack of such a program offering seems to me to be unreasonable given the vast natural resources of our great state and the existance of the nationwide ecology movement. In addition, data reveals that there are indeed many opportunities for people to be employed in conservation related occupations within the state and given that the young people today are "into" this sort of thing to a great extent, they should be afforded training for these jobs.

Toward the end of supplying people who are trained to enter conservation activities we at Shank Secondary Vocational Center would like to establish a program in Conservation Occupations.

The planning and other required groundwork is now well under way and at this point in time I would like you to meet with us so that we may take advantage of your expertise in the area of new program development in order that this new program is maximally beneficial to the students.

Please contact me about a meeting time and date which would be convenient for you.

Sincerely

J. Mirth
Director, Shank S.V.C.

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BIOLOGY DEPARTMENT

POLL SCHOOL DISTRICT

POLL, ADAMS 52448

INFORMATION

Mr. L. Saxor
Superintendent, Poll School District
Poll, Adams 52448

Dear Superintendent Saxor:

It has been called to the attention of the biology department that the people at the Shank Vocational Center are in the process of developing curricula for training conservationists.

As chairman of the biology department, I have been asked to inform you that the members of the department most strenuously object to the idea of such a program at the vocational center. This objection is based on several reasons:

1. At present a large portion of the existing Biology curriculum is devoted to topics relative to conservation and ecology. We now have a two quarter elective sequence dealing with conservation and ecology. Therefore the proposed vocational program would constitute a duplication of effort.

2. Those people who work in the field of conservation need more of an academic background than can be offered in a vocational program.

3. Students with the required academic talents for conservation work do not take courses in the vocational center.

The members of the biology department ask that you, as superintendent, take appropriate measures to stop the development of the conservation curricula at the Center.

This is just one case which reinforces the fears many of us had about the vocational center before it was started. The vocational people are concerned only with their own growth. They will eventually try to make all of education work oriented without regard to those students who are intelligent enough to pursue further education after high school.

In conclusion, I must emphasize again, the biology department of this district strongly opposes any new program at the vocational center which relates to conservation now or in the future.

Sincerely,

T. Plant
Chairman-Biology

Name _____

VOCATIONAL EDUCATION VS. GENERAL EDUCATION

Should a program in Conservation Occupations be established at the Shank Secondary Vocational Center?

Please check one:

YES..... ☐

NO ..... ☐

UNDECIDED.... ☐

Justify your decision. List the factors which you considered in arriving at your decision.

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A SERIES OF SIMULATION EXERCISES DIRECTED AT
CRITICAL ISSUES IN PLANNING VOCATIONAL EDUCATION

WHAT IS THE RELATIONSHIP BETWEEN PROGRAM AREAS?

Developed as a part of
VOCATIONAL EDUCATION PLANNING PROJECT

by

George H. Copa
Erwin K. Geigle
Donald E. Irvin, Jr.

Minnesota Research Coordinating Unit for Vocational Education
Department of Vocational and Technical Education
University of Minnesota
Minneapolis, Minnesota
April, 1976

GIRTH AREA VOCATIONAL-TECHNICAL SCHOOL

702 MAPLEWOOD DRIVE

GIRTH, ADAMS

52444

TO: Members of Selected Advisory Committee

FROM: R. Land, Director

SUBJECT: Reduction in budget for next year

In view of the reduction in vocational reimbursement and our eroding tax base at Girth, the school board has informed me that our budget will be 10 percent less next year. I am asking the Selected Advisory Committee to assist me in developing some alternative means of making the necessary program reductions.

At present, we have a budget of $190,000 and are operating eight programs. A reduction of $19,000 must be made. In our past retrenchments we have taken cuts in clerical staff and travel. I think this is no longer possible, if the programs are to operate in an efficient manner. The reductions referred to above must be made by reducing the size of programs at our school.

In preparation for the meeting, I would like each of you to prepare a plan for making the necessary reductions. A diversity of plans is desirable so that as many view points as possible can be discussed during the meeting. Justify your plan by listing the criteria which you used to make your decisions. Information about the program now in operation is available for your use.

Name_____

PROGRAM RETRENCHMENT: RELATIONSHIP BETWEEN PROGRAM AREAS

PLAN	JUSTIFICATION (Identify Factors Used to Justify Your Plan)

PART III

INFORMATION BANK

Fact Sheet BC-1

Subject: TYPE AND NUMBER OF INDUSTRIES IN BOOT COUNTY

Industry	Number of Industries
Agriculture, Forestry, Fisheries	719
Mining	11
Contract Construction	197
Manufacturing (Durable Goods)	29
Manufacturing (Non-Durable Goods)	21
Transportation	143
Wholesale and Retail Trade	542
Finance, Insurance, Real Estate	128
Business and Repair Services	101
Personal Service Workers	106
Entertainment	94
Professional and Related	917
Public Administration	50

Fact Sheet BC-2

Subject: NUMBER OF EMPLOYED PERSONS IN BOOT COUNTY BY TYPE OF INDUSTRY

Industry	Employees
Agriculture, Forestry, Fisheries	2,169
Mining	205
Contract Construction	1,320
Manufacturing (Durable Goods)	855
Manufacturing (Non-Durable Goods)	1,319
Transportation	1,290
Wholesale and Retail Trade	4,509
Finance, Insurance, Real Estate	585
Business and Repair Services	339
Personal Service Workers	1,013
Entertainment	134
Professional and Related	3,871
Public Administration	800
Industry Not Reported	666
TOTAL	19,066

Fact Sheet BC-3

Subject: NUMBER OF PERSONS BY AGE AND SEX IN BOOT COUNTY

Age	Male	Female
Under 3	1,355	1,239
3-4	832	937
5	552	433
6	557	561
7-9	1,761	1,794
10-13	2,620	2,406
14	629	654
15	634	729
16	729	533
17	691	636
18	686	606
19	469	471
20	331	318
21	172	280
22-24	836	984
25-29	1,412	1,557
30-34	1, 23	1,387
35-39	1,302	1,432
40-44	1,480	1,472
45-49	1,417	1,505
50-54	1,634	1,668
55-59	1,509	1,745
60-61	593	594
62-64	894	968
65-69	1,416	1,458
70-74	1,070	1,173
75+	1,533	1,741
Total	28,437	29,281
Percent	49.3	50.7

Fact Sheet BC-4

Subject: MINORITY* PERSONS IN BOOT COUNTY

Total Population	57,718
Minority	2,366

*Minority individuals are defined as belonging to the following racial and ethnic groups:

Black

American Indian

Spanish-Surname

Asian-American

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Fact Sheet CS-1

Subject: SECONDARY VOCATIONAL EDUCATION PROGRAMS AT CROP, ADAMS

Program	Length	Enrollment
Agriculture I	36 weeks	15
Agriculture II	36 weeks	14
Agriculture III	36 weeks	17
Agriculture IV	36 weeks	12
Agricultural Mechanics	18 weeks	15
Home Economics I	36 weeks	20
Home Economics II	36 weeks	24
Home Economics III	36 weeks	26
Home Economics IV	36 weeks	19
Horticulture	18 weeks	16
General Merchandising	36 weeks	22
Typing and Shorthand	36 weeks	25
Business Accounting	36 weeks	20

Fact Sheet CS-2

Subject: ADULT VOCATIONAL EDUCATION PROGRAMS
AT CROP, ADAMS

Program	Length	Enrollment
Adult Farm Management	12 months	20
Secretarial	12 sessions	15

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Fact Sheet CS-3

Subject: SECONDARY VOCATIONAL EDUCATION PROGRAMS AT POLL, ADAMS

Program	Length	Enrollment
Exploring Agriculture	36 weeks	16
Crop and Soil Technology	36 weeks	15
Animal Technology	36 weeks	15
Farm Mangement and Ag. Bus.	36 weeks	14
Family Living	36 weeks	20
Child Care	36 weeks	15
Consumer Homemaking	36 weeks	22
Auto Mechanics	36 weeks	15

Fact Sheet CS-4

Subject: ADULT VOCATIONAL EDUCATION PROGRAMS
AT POLL, ADAMS

Program	Length	Enrollment
Agricultural Mechanics	10 sessions	30
Family as Consumer	10 sessions	25
Adult Clerical	10 sessions	13

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Fact Sheet CS-5

Subject: VOCATIONAL EDUCATION PROGRAMS AT SHANK SECONDARY VOCATIONAL CENTER

Program	Length	Enrollment
Nurses' Aide	36 weeks	15
Construction	36 weeks	12
Electronics	36 weeks	14
Model Office	36 weeks	25
Horticulture	36 weeks	15

Fact Sheet G-1

Subject: POST-SECONDARY VOCATIONAL PROGRAMS AT GIRTH AREA VOCATIONAL-TECHNICAL INSTITUTE

Program	Length	Enrollment
Accounting	11 mo.	22
Automotive Mechanics	18 mo.	14
Clerical	11 mo.	42
Commercial Cooking	9 mo.	12
Cosmetology	6 mo.	14
Farm Equipment Mechanics	18 mo.	16
Fashion Merchandising	11 mo.	17
Machine Shop	9 mo.	20
Medical Secretary	9 mo.	15
Practical Nursing	11 mo.	25
Secretarial	9 mo.	30
Telephone Communications	9 mo.	15

Fact Sheet G-2

Subject: POST-SECONDARY VOCATIONAL APPLICANTS AND ENROLLMENT AT GIRTH AREA VOCATIONAL-TECHNICAL INSTITUTE

Program	Number of Applicants	Present Enrollment
Accounting	41	22
Automotive Mechanics	50	14
Clerical	60	42
Commercial Cooking	18	12
Cosmetology	62	14
Farm Equipment Mechanics	35	16
Fashion Merchandizing	25	17
Machine Shop	40	20
Medical Secretary	16	15
Practical Nursing	35	25
Secretarial	47	30
Telephone Communications	25	15

Fact Sheet G-3

Subject: POST-SECONDARY VOCATIONAL PROGRAMS AND PLACEMENT RATE AT GIRTH AREA VOCATIONAL-TECHNICAL INSTITUTE

Program	Placement Rate (%)
Accounting	59
Automotive Mechanics	28
Clerical	86
Commercial Cooking	95
Cosmetology	39
Farm Equipment Mechanics	34
Fashion Merchandising	76
Machine Shop	90
Medical Secretary	100
Practical Nursing	64
Secretarial	92
Telephone Communications	45

Fact Sheet G-4

Subject: POST-SECONDARY VOCATIONAL PROGRAMS AT GIRTH AREA VOCATIONAL-TECHNICAL INSTITUTE WITH NUMBER OF SIMILAR PROGRAMS AND PLACEMENT RATE IN STATE

Programs	Number of Programs in State	State Placement Rate (%)
Accounting	25	54
Automotive Mechanics	16	56
Clerical	29	72
Commercial Cooking	17	70
Cosmetology	21	50
Farm Equipment Mechanics	12	80
Fashion Merchandising	13	72
Machine Shop	18	82
Medical Secretary	25	59
Practical Nursing	28	80
Secretarial	33	78
Telephone Communications	8	30

Fact Sheet G-5

Subject: POST-SECONDARY VOCATIONAL PROGRAMS AT GIRTH AREA VOCATIONAL TECHNICAL INSTITUTE AND NEAREAST SIMILAR PROGRAM IN STATE

Program	Nearest Similar Program (miles)
Accounting	32
Automotive Mechanics	66
Clerical	32
Commercial Cooking	66
Cosmetology	32
Farm Equipment Mechanics	66
Fashion Merchandising	66
Machine Shop	120
Medical Secretary	32
Practical Nursing	32
Secretarial	32
Telephone Communications	120

Fact Sheet G-6

Subject: POST-SECONDARY VOCATIONAL PROGRAMS AND ENROLLMENT AT GIRTH AREA VOCATIONAL-TECHNICAL INSTITUTE AND JOB OPENINGS IN LOCAL AREA

Program	Enrollment	Average Annual Job Openings for 10 Year Period: Local
Accounting	22	18
Automotive Mechanics	14	8
Clerical	42	52
Commercial Cooking	12	15
Cosmetology	14	6
Farm Equipment Mechanics	16	7
Fashion Merchandising	17	16
Machine Shop	20	28
Medical Secretary	15	19
Practical Nursing	25	20
Secretarial	30	22
Telephone Communications	15	20

Fact Sheet G-7

Subject: POST-SECONDARY VOCATIONAL ENROLLMENT
AND COST AT GIRTH AREA VOCATIONAL-TECHNICAL INSTITUTE

Program	Present Enrollment	Program Cost	Cost per Enrollment
Accounting	22	$19,300	$ 877
Automotive Mechanics	14	23,400	1,671
Clerical	42	30,100	716
Commercial Cooking	12	20,500	1,708
Cosmetology	14	8,300	593
Farm Equipment Mechanics	16	22,500	1,406
Fashion Merchandising	17	13,200	776
Machine Shop	20	26,000	1,300
Medical Secretary	15	14,600	973
Practical Nursing	25	13,500	540
Secretarial	30	13,800	460
Telephone Communications	15	28,200	1,880

Fact Sheet G-8

Subject: MINORITY* ENROLLMENT IN POST-SECONDARY VOCATIONAL PROGRAMS AT GIRTH AREA VOCATIONAL-TECHNICAL INSTITUTE

Program	Enrollment	Minority
Accounting	22	0
Automotive Mechanics	14	1
Clerical	42	0
Commercial Cooking	12	0
Cosmetology	14	2
Farm Equipment Mechanics	16	0
Fashion Merchandising	17	0
Machine Shop	20	0
Mecial Secretary	15	0
Practical Nursing	25	0
Secretarial	30	0
Telephone Communications	15	0

*Minority individuals are defined as belonging to the following racial and ethnic groups:

Black

American Indian

Spanish-Surname

Asian-American

Fact Sheet G-9

Subject: ADULT VOCATIONAL EDUCATION PROGRAMS AT GIRTH AREA VOCATIONAL-TECHNICAL INSTITUTE

Adult Programs	Length	Enrollment
Business Math	18 sessions	12
Farm Management	12 months	17
Welding	10 sessions	16

Fact Sheet G-10

Subject: VOCATIONAL EDUCATION PROGRAMS AT GIRTH HIGH SCHOOL

High School Program	Length	Enrollment
Agriculture I	36 weeks	18
Agriculture II	36 weeks	19
Agriculture III	36 weeks	14
Agriculture IV	36 weeks	14
Construction, Farm	18 weeks	13
Electronics	36 weeks	15
Home Economics I	36 weeks	18
Home Economics II	36 weeks	18
Home Economics III	36 weeks	18
Home Economics IV	36 weeks	18
General Business	18 weeks	23
Typing	36 weeks	26

Fact Sheet PS-1

Subject: PROGRAM OFFERINGS AND STUDENT ENROLLMENT BANS HOTEL-MOTEL SCHOOL

Program	Enrollment
Hotel-Motel Management	62
Hotem-Motel Office	75
Hotel-Motel Housekeeping	37
Hotel-Motel Food and Beverage Service	79

Fact Sheet PS-2

Subject: PROGRAM OFFERINGS AND LENGTH AT BANS HOTEL-MOTEL SCHOOL

Program	Length
Hotel-Motel Management	18 months
Hotel-Motel Office	10 months
Hotel-Motel Housekeeping	5 months
Hotel-Motel Food and Beverage Service	12 months

Fact Sheet PS-3

Subject: PROGRAM OFFERINGS AND COST TO STUDENT AT BANS HOTEL-MOTEL SCHOOL

Program	Cost to Student
Hotel-Motel Management	$1495
Hotel-Motel Office	750
Hotel-Motel Housekeeping	495
Hotel-Motel Food and Beverage Service	900

Fact Sheet PS-4

Subject: PROGRAM OFFERINGS AND NUMBERS OF GRADUATES OF THE BANS HOTEL-MOTEL SCHOOL

Program	Last Term Graduates
Hotel-Motel Management	29
Hotel-Motel Office	51
Hotel-Motel Housekeeping	22
Hotel-Motel Food and Beverage Service	49
Total Graduates:	151

Placement rate:

Last term graduates	100%

Fact Sheet PS-5

Subject: STUDENT ORIGIN OF THE BANS
HOTEL-MOTEL SCHOOL

Student Origin

State Residents	62.5%	
Metropolitan		33.0%
Non-Metropolitan		29.5%
Non-State Residents	37.5%	

Fact Sheet SA-1

Subject: JOB TRAINING INTEREST OF RESIDENTS
IN THE STATE OF ADAMS

Population

Want Job Training	16%
Do Not Wnat Job Training	84%

	Job Group	ADAMS
1.	Accounting-data occupations (e.g. bookkeeper, cashier, computer operator, file clerk, telephone operator)	12.8%
2.	Agribusiness occupations (e.g. feed salesman, florist, tractor mechanic, grounds keeper, fire warden)	2.2
3.	Agricultural production occupations (e.g. truck farmer, dairy farmer, poultry laborer)	1.6
4.	Air transportation occupations (e.g. stewardess, ticket agent, navigator, aircraft mechanic)	3.5
5.	Audio-visual occupations (e.g. photographer, engraver, broadcaster, printer)	6.3
6.	Building trades occupations (e.g. carpenter, electrician, bricklayer, painter, plumber)	6.7
7.	Child care and education occupations (e.g. nursemaid, teacher's aide, child care attendant	6.4
8.	Metal working occupations (e.g. welder, sheet-metal worker, machinist, tool and die maker)	3.9
9.	Community service occupations (e.g. child care policeman, safety inspector, sanitation worker)	3.2
10.	Consumer-homemaking occupations (e.g. child care food and nutrition, home furnsihing)	4.6
11.	Electricity-electronics occupation (e.g. appliance repairman, electrician, instrument tester, meter man)	4.5
12.	Entertainment occupations (e.g. television salesman backstage hand, sound and lighting technician, vocal entertainer)	2.7
13.	Environmental occupations (e.g. water quality technician, air pollution technician, sewage plant technician)	2,3
14.	Fashion and apparel occupation (e.g. dry cleaning assistant, clothing alteration, seamstress)	1.8
15.	Foods occupations (e.g. restaurant cook, waiter or waitress, food processing worker)	1.6
16.	Health occupation (e.g. nutrition aide, health aide, nurse, dental laboratory technician)	8.8

17.	Hotel-motel-housing occupations (e.g. bellamn, maid, front office office cler, manager)	1.5
18.	Insurance-finance occupation (e.g. insurance salesman, tax specialist, fianace assistant)	1.5
19.	Journalism occupations (e.g. reporter, editor, circulation staff)	3.7
20.	Land transportation occupations (e.g. truck driver, auto mechanic, auto-body man, loader service station attendant)	2.5
21.	Marine occupations (e.g. fisherman, seafood harvester, sailor)	0.7
22.	Office occupations (e.g. secretary, typist, clerk, keypunch operator)	6.8
23.	Personal service occupations (e.g. health club assistant, cosmetics sales, cosmetologist)	1.9
24.	Recreation and tourism occupations (e.g. guide, camp counselor, golf course staff, travel agency staff)	4.5
25.	Sales and marketing occupations (e.g. salesmen, stockman, sales clerk, display assistant)	3.9

Fact Sheet SA-2

Subject: AVERAGE ANNUAL OCCUPATIONAL DEMAND* FOR TWENTY-FIVE JOB GROUPS IN THE STATE OF ADAMS: 1971-1980

	Job Group	Demand (low, medium, or high)
1.	Accounting-data occupation (e.g. bookkeeper, cashier, computer operator, file clerk, telephone operator)	High
2.	Agribusiness occupations (e.g. feed salesman florist, tractor mechanic, grounds keeper, fire warden)	Medium
3.	Agricultural production occupation (e.g. truck farmer, dairy farmer, poultry laborer)	Low
4.	Air transportation occupations (e.g. stewardess, ticket agent, navigator, aircraft mechanic)	High
5.	Audio-visual occupations (e.g. photographer, engraver, broadcaster, printer)	Medium
6.	Building trades occupations (e.g. carpenter, electrician, bricklayer, painter, plumber)	Medium
7.	Child care and education occupations (e.g. nursemaid, teacher's aide, child care attendant)	Medium
8.	Metal working occupations (e.g. welder, sheetmetal worker, machinist, tool & die maker)	High
9.	Community service occupations (e.g. fireman, policeman, safety inspector, sanitation worker)	Medium
10.	Consumer-homemaking occupations (e.g. child care, food and nutrition, home furnishing)	Medium
11.	Electricity-electronics occupations (e.g. appliance repairman, electrician, instrument tester, meterman)	Medium
12.	Entertainment occupation (e.g. television salesman backstage hand, sound and lighting technician, vocal entertainer)	High
13.	Environmental occupations (e.g. water quality technician, air pollution technician, sewage plant technician)	Medium
14.	Fashion and apparel occupations (e.g. dry cleaning assistant, clothing alterations, seamstress)	Medium
15.	Foods occupations (e.g. restaurant cook, waiter or waitress, food processing worker)	High
16.	Health occupations (e.g. nutrition aide, health aide, nurse, dental laboratory technician)	High
17.	Hotel-Motel-Housing occupations (e.g. bellman, maid, front office, clerk, manager)	Medium
18.	Insurance-finance occupations (e.g. insurance salesman, tax specialist, finance assistant)	Medium
19.	Journalism occupations (e.g. reporter, editor, circulation staff)	Medium

Occupational Demand

20.	Land transportation occupations (e.g. truck driver, auto mechanic, auto-body man, loader service station attendant)	Low
21.	Marine occupations (e.g. fisherman, seafood harvester, sailor)	Low
22.	Office occupations (e.g. secretary, typist, keypunch operator)	High
23.	Personal service occupations (e.g. health club assistant, cosmetics sales, cosmetologist)	Medium
24.	Recreation and tourism occupations (e.g. guide, camp counselor, golf course staff, travel agency staff)	Medium
24.	Sales and marketing occupations (e.g. salesman, stockman, sales clerk, display assistant)	Medium

* "Average Annual Occupational Demand" means the number of positions of average annual growth and average annual replacement for the job categories.

Low: 1 to 1500
Medium: 1501 to 3500
High: 3501 to 6500

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Fact Sheet SA-3

Subject: ESTIMATED AVERAGE ANNUAL OCCUPATIONAL DEMAND FOR SELECTED CONSERVATION OCCUPATIONS IN THE STATE OF ADAMS: 1971-1980

Technicians	Demand
Logging	12
Lumber	11
Paper	9
Mensuration	6
Silviculture	4
Aids	
Forestry	21
Rangeland	15
Mineral	17
Recreation	7

Fact Sheet SA-4

Subject: AVERAGE FAMILY INCOME OF ADAMS

Area	Average	Median Range
Metropolitan	$13,097	$10,000-11,999
Non-Metropolitan	9,175	8,000-8,999
Economic Region 7	8,366	7,000-7,999
Boot County	8,243	7,000-7,999
Flank	8,291	7,000-7,999
Girth	8,901	8,000-8,999
Crop	6,960	5,000-5,999
Poll	6,232	5,000-5,999

Fact Sheet SA-5

Subject: EMPLOYMENT STATUS OF PERSONS IN STATE OF ADAMS

Persons*	Number
In Labor Force	1,488,919
Not in Labor Force (Able to Work)	473,690

*Not inmates or attending school

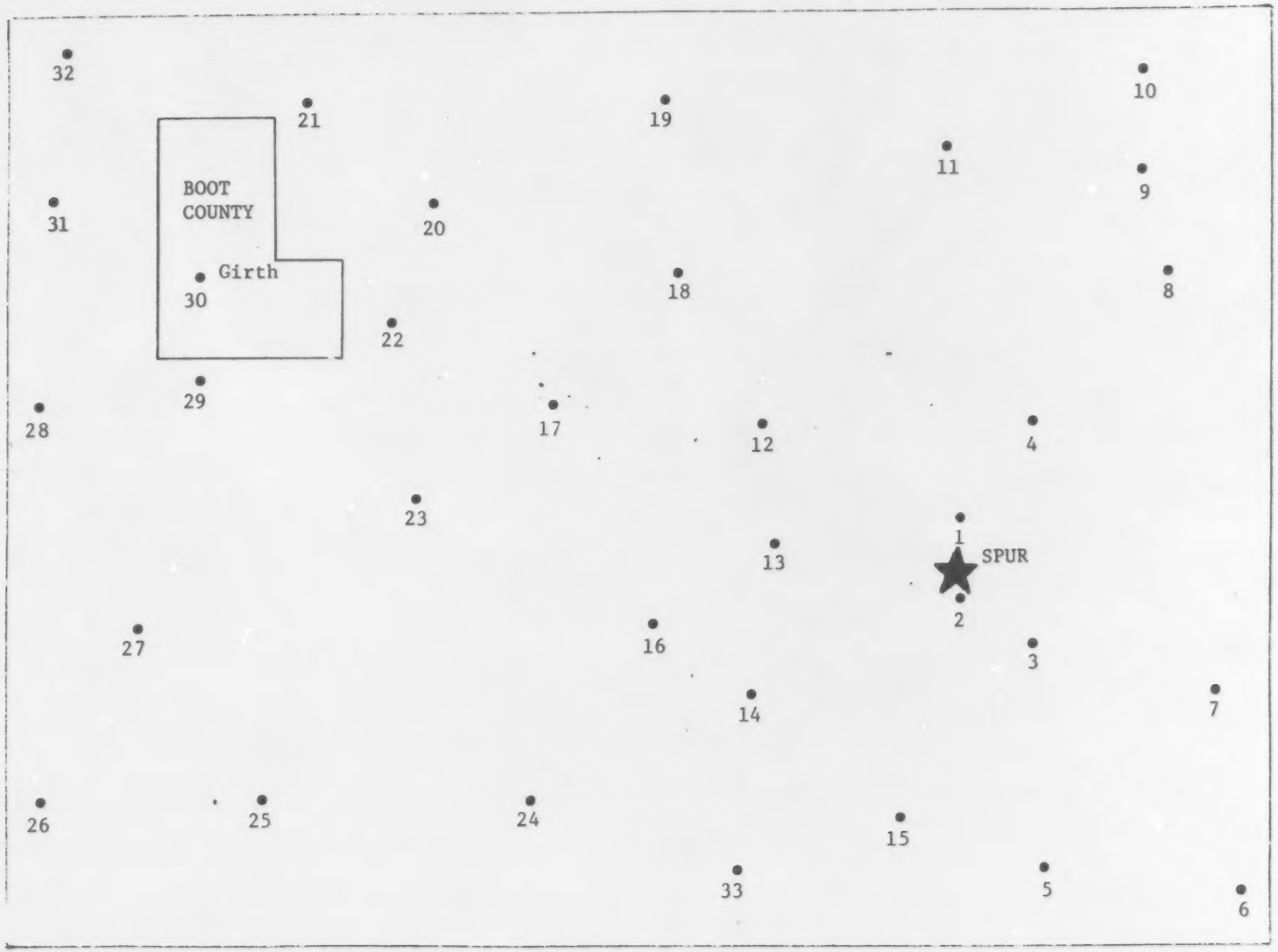
Fact Sheet SA-6

Subject: NUMBER OF EMPLOYED PERSONS IN STATE OF ADAMS BY TYPE OF INDUSTRY

Industry	Employees
Agriculture, Forestry, Fisheries	110,594
Mining	13,679
Contract Construction	78,744
Manufacturing (Durable Goods)	171,083
Manufacturing (Non-Durable Goods)	131,386
Transportation	92,466
Wholesale and Retail Trade	314,504
Finance, Insurance, Real Estate	65,752
Business and Repair Services	46,089
Personal Service Workers	55,865
Entertainment	10,393
Professional and Related	281,474
Public Administration	54,160
Industry Not Reported	62,730
TOTAL	1,488,919

Fact Sheet VT-1

Subject: LOCATIONS OF AREA VOCATIONAL-TECHNICAL INSTITUTES
IN THE STATE OF ADAMS



Fact Sheet VT-2

Subject: PLACEMENT RATES OF POST-SECONDARY VOCATIONAL-TECHNICAL IN THE STATE OF ADAMS

	Program	Placement Rate (%)
1.	Accounting	54
2.	Agri-Business	91
3.	Agri-Technology	83
4.	Aircraft Mechanics	44
5.	Air Traffic Control	58
6.	Architectural Drafting	39
7.	Audio-Visual Technology	78
8.	Auto Body Repair	53
9.	Automotive	56
10.	Automotive Machinist	54
11.	Bakery Procedures	78
12.	Bank Teller	84
13.	Barbering	69
14.	Bricklaying	59
15.	Broadcasting	35
16.	Butcher and Meat Cutting	48
17.	Cabinetmaking	78
18.	Carpentry	52
19.	Chefs, Cooks and Food Management	70
20.	Chemical Technology	74
21.	Child Development Assistant	34
22.	Clerical Training	72
23.	Commercial Art	68
24.	Conservation and Forestry	90
25.	Const./Mech. Trades	96
26.	Construction Worker	40
27.	Cosmetology	50
28.	Custodial Worker	99
29.	Data Processing	86
30.	Dental Assistant	93
31.	Diesel Mechanics	68
32.	Dry Cleaning and Laundry	77
33.	Educational Aide	55
34.	Electro-Mechanical Tech.	70
35.	Electro-Medical Technology	82
36.	Electronics	64
37.	Environmental Tech.	81
38.	Equipment Parts and Sales	81
39.	Farm Equipment Mechanics	80
40.	Farm Management	76
41.	Farrier	100
42.	Fashion Merchandising	72
43.	Fluid Power Tech. and Hyd.	89
44.	Heavy Equipment	60
45.	Highway Technology	47

	Program	Placement Rate (%)
46.	Industrial Technology	92
47.	Interior Design and Sales	56
48.	Intl. Documents Spec.	79
49.	Jewelry	83
50.	Law Enforcement	97
51.	Machine Shop	82
52.	Maintenance Mechanic	74
53.	Marine and Small Eng. Mech.	84
54.	Mech. Drafting and Design	50
55.	Mech. Ref. Air. Con. App. Rep.	77
56.	Medical Clerical	87
57.	Medical Laboratory Assistant	68
58.	Medical Secretarial	59
59.	Mobile Homes Service	82
60.	Needle Arts	37
61.	Newspaper Skills	49
62.	Nursery/Landscape Tech.	61
63.	Nurses Aide or Orderly	79
64.	Occupational Therapy Assistant	96
65.	Office Machine Mechanic	100
66.	Optical Technology	85
67.	Painting and Decorating	47
68.	Pattern Making	54
69.	Photographic Technology	53
70.	Plastic Injec. Mold. Tech.	55
71.	Plumbing	67
72.	Power and Home Electrician	83
73.	Practical Nursing	80
74.	Printing and Graphic Arts	71
75.	Purchasing and Inventory Management	38
76.	Retail Floristry	64
77.	Sales and Business Management	89
78.	Secretarial Training	78
79.	Service Station Mechanic	98
80.	Sheet Metal	62
81.	Shoe Repair	100
82.	Surgical Technician	94
83.	Technical Illustration	85
84.	Telephone Communications	30
85.	Testing Tech. and Metal Fab.	91
86.	Tool and Die	91
87.	Traffic Transport. Management	69
88.	Truck Driver	100
89.	Upholstering	37
90.	Waiter/Waitress	87
91.	Waste/Water Treat. Tech.	78
92.	Watch Repair	89
93.	Water Well Drilling	57
94.	Welding	51

Fact Sheet VT-3

Subject: NUMBER OF POST-SECONDARY VOCATIONAL-TECHNICAL PROGRAMS IN THE STATE OF ADAMS

	Programs	Number of Programs
1.	Accounting	25
2.	Agri-Business	5
3.	Agri-Technology	7
4.	Aircraft Mechanics	6
5.	Air Traffic Control	3
6.	Architectural Drafting	10
7.	Audio-Visual Technology	2
8.	Auto Body Repair	14
9.	Automotive	16
10.	Automotive Machinist	2
11.	Bakery Procedures	4
12.	Bank Teller	8
13.	Barbering	6
14.	Bricklaying	4
15.	Broadcasting	3
16.	Butcher and Meat Cutting	9
17.	Cabinetmaking	7
18.	Carpentry	13
19.	Chefs, Cooks and Food Management	17
20.	Chemical Technology	5
21.	Child Development Assistant	8
22.	Clerical Training	29
23.	Commercial Art	4
24.	Conservation and Forestry	3
25.	Const./Mech. Trades	7
26.	Construction Worker	5
27.	Cosmetology	21
28.	Custodial Worker	2
29.	Data Processing	19
30.	Dental Assistant	11
31.	Diesel Mechanics	16
32.	Dry Clearning and Laundry	3
33.	Educational Aide	6
34.	Electro-Mechanical Tech.	8
35.	Electro-Medical Technology	2
36.	Electronics	22
37.	Environmental Tech.	3
38.	Equipment Parts and Sales	9
39.	Farm Equipment Mechanics	12
40.	Farm Management	14
41.	Farrier	1
42.	Fashion Merchandising	13
43.	Fluid Power Tech. and Hyd.	11
44.	Heavy Equipment	4
45.	Highway Technology	7

	Program	Number of Programs
46.	Industrial Technology	5
47.	Interior Design and Sales	6
48.	Intl. Documents Spec.	2
49.	Jewelry	3
50.	Law Enforcement	4
51.	Machine Shop	18
52.	Maintenance Mechanic	6
53.	Marine and Small Eng. Mech.	15
54.	Mech. Drafting and Design	17
55.	Mech. Ref. Air. Con. App. Rep.	9
56.	Medical Clerical	12
57.	Medical Laboratory Assistant	10
58.	Medical Secretarial	25
59.	Mobile Homes Service	2
60.	Needle Arts	8
61.	Newspaper Skills	2
62.	Nursery/Landscape Tech.	10
63.	Nurses Aide or Orderly	27
64.	Occupational Therapy Assistant	4
65.	Office Machine Mechanic	3
66.	Optical Technology	5
67.	Painting and Decorating	4
68.	Pattern Making	3
69.	Photographic Technology	6
70.	Plastic Injec. Mold. TEch.	3
71.	Plumbing	9
72.	Power and Home Electrician	22
73.	Practical Nursing	28
74.	Printing and Graphic Arts	16
75.	Purchasing and Inventory Management	2
76.	Retail Floristry	3
77.	Sales and Business Management	13
78.	Secretarial Training	33
79.	Service Station Mechanic	3
80.	Sheet Metal	6
81.	Shoe Repair	6
82.	Surgical Technician	11
83.	Technical Illustration	5
84.	Telephone Communications	8
85.	Testing Tech. and Metal Fab.	3
86.	Tool and Die	10
87.	Traffic Transport. Management	4
88.	Truck Driver	5
89.	Upholstering	3
90.	Waiter/Waitress	3
91.	Waste/Water Treat. Tech.	4
92.	Watch Repair	2
93.	Water Well Drilling	2
94.	Welding	17

Fact Sheet VT-4

Subject: PLACEMENT RATE POLICY FOR VOCATIONAL-TECHNICAL EDUCATION IN THE STATE OF ADAMS

"Vocational education programs at vocational-technical schools having placement rates of less than 51% at the end of a year will be reviewed to determine appropriate action. If at the end of the second year the placement rates of the reviewed program(s) are below 51%, the program(s) will be eliminated from the curriculum unless extenuating circumstances warrant continuation of program."

THE STATE BOARD FOR POST-SECONDARY EDUCATION

INFORMATION REQUEST FORM

FROM_____

NAME OF SIMULATION EXERCISE_____

INSTRUCTIONS: Please complete the entire form and present it to the Information Bank.

REQUEST INFORMATION (Be Specific)	PURPOSE OR ANTICIPATED USE

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MINNESOTA RESEARCH COORDINATING UNIT

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*Single copies of these publications are available, free of charge, from the Minnesota Research Coordinating Unit for Vocational Education. The other publications listed are available in either hardcopy or microfiche form from Central ERIC.